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| ESLAO LESSON PLAN ESLAO 1.6 | | | |
| Author: | Marisa Lavoratore | Unit: | 1 |
| Module: | ESLAO | Lesson: | 6 |

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| Learning Goals: |
| 1. Learn family vocabulary 2. Sound – “F” and “V” 3. Want + infinitive 4. Like + infinitive |

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| Resources: |  |  |
| **Nam** | **Description** | **File** |
| Teacher PDF slides | Teacher uses this presentation as a shared document or application in live class |  |
| Teacher Lesson plan | Teacher can use this document to prepare or prompt the lesson |  |
| Worksheet | Student will download this before class and complete it during the lesson |  |

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| Agenda: | | |
| **Topic** | **Slides** | **Estimated Time** |
| Vocabulary | 3 - 6 | 10 minutes |
| Phonics – “F” & “V” | 8 – 10 | 15 minutes |
| Rhyming Words | 11 - 14 | 10 minutes |
| Why & When | 15 - 18 | 15 minutes |
| Review and Homework | 19 - 24 | 10 minutes |
| **Extra time: See Worksheet.** | | |

**Instructional Strategies**

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| Slide 3 | Vocabulary: Introduction – Family words  Strategy:   * Review words * Read and repeat   Discuss:   * Talk about your family. Show them pictures. Ask about their families. |
| Slide 4 | Vocabulary: Read & recognize  Strategy:   * Ask for the names of their family members to add to the tree |
| Slide 5 | Vocabulary: Apply  Strategy:   * Match the family member to the correct spot in the family tree |
| Slide 6 | Vocabulary: Categorize  Strategy:   * Categorize the family members based on male vs female |
| Slide 8 | Phonics: “F” and “V” - Introduction  Strategy   * What sound does “F” and “V” make? * Brainstorm words that have “F” and “V” at the beginning, middle and end |
| Slide 9 | Phonics: Warm up  Strategy   * What is the difference between \_\_\_f vs \_\_\_ves? Emphasize singular and plural. Remind students what it looks like. * Match the word with its picture * Cover the word bank and ask students to try and remember the vocabulary words |
| Slide 10 | Phonics: Apply   * Work together to complete the crossword puzzle |
| Slide 11 | Rhyming Words: Introduction  Strategy   * What are rhymes? * Where do we see rhymes? * Write a word on the slide (Example: bat) and ask students to brainstorm rhymes |
| Slide 12 | Rhyming Words: Practice   * Work together to read the sentences * Ask students to circle the rhyming words in each sentence   + Emphasize word ending and similar sounds |
| Slide 13 | Rhyming Words: Extend  Strategy:   * Read the words in the columns * Ask students to identify the rhymes – this time focusing on sound instead of word endings |
| Slide 14 | Rhyming Words: Challenge  Strategy:   * Ask students to write sentences with rhyming words. * Challenge students to include all 3 words in each sentence. |
| Slide 15 | When & Why: Introduction  Strategy:   * When do we see these words? * Can we think of examples? |
| Slide 16 | When & Why: Practice  Strategy:   * Read the sentences * Match the answer to the appropriate question * BONUS: Can students generate questions that match those answers |
| Slide 17 | When & Why: Practice  Strategy:   * Ask each student to match the questions to the answers |
| Slide 18 | When & Why: Writing  Strategy:   * Ask students to write 5 questions using “When” and “Why” while you write 5 of your own * Trade questions and answers |
| Slide 20 | Vocabulary: Review  Strategy:   * Ask students to list the family words learned at the beginning of the lesson |
| Slide 21 | Phonics: Review “F” and “V”  Strategy:   * Write a word that ends in “F” or “Ves” and ask student to say/write its corresponding singular/plural |
| Slide 22 | Rhyming Words: Review  Strategy:   * Ask students to sing a song to you – write the rhyming words together on the screen |
| Slide 23 | When & Why: Review  Strategy:   * Ask students to write a question together. One student starts with the first word and then the next student adds a word until the sentence is complete. |
| Slide 24 | Homework: Writing  Strategy:   * Ask students to write a favourite memory they share with a relative. Use 5 sentences. |